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ABSTRACT

This report profiles 10 public schools that, with help from businesses or community-based organizations, have created outstanding arts programs. A quality arts education helps students develop creative and critical thinking, innovative problem solving, effective communication, self-discipline, teamwork, and a respect for diverse cultures. The following schools were recognized for their arts programs: Acequia Madre Elementary School in Santa Fe, New Mexico; Cesar Chavez Elementary School in Norwalk, California; Elm Creative Arts School in Milwaukee, Wisconsin; Fort Hayes Metropolitan Education Center, in Columbus, Ohio; Newton D. Baker School of Arts in Cleveland, Ohio; Redcliffe Elementary School in Aiken, South Carolina; Richey Elementary School in Tucson, Arizona; W. G. Enloe High School in Raleigh, North Carolina; Washington Irving High School in New York, New York; and Woodland High School in Woodland, California. Contact information is provided for each school. (RJM)

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The 1997 Eighth Annual
Business Week Awards
for Instructional Innovation

Schools with an Arts-Driven Curriculum

Educating for Tomorrow's Workplace

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THE 1997 EIGHTH ANNUAL BUSINESS WEEK
AWARDS FOR INSTRUCTIONAL INNOVATION

Schools with an Arts-Driven Curriculum

Educating for Tomorrow's Workplace

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Charlotte K. Frank
Vice President
Research and Development
McGraw-Hill Educational and Professional Publishing Group

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The 1997 Eighth Annual
Business Week Awards
for Instructional Innovation

Schools with an Arts-Driven Curriculum

Educating for Tomorrow's Workplace

The School with an Arts-Driven Curriculum:

Imagine a school that has...

- created an arts-driven curriculum
- demonstrated that the process of developing such a curriculum can be easily adopted
- accepted a responsibility to initiate and conduct workshops for other school teams on how to design a new school or redesign an existing one
- increased student achievement in the context of a standards-based curriculum
- promoted arts learning in all subject areas to better prepare students to enter the 21st century

Schools with an Arts-Driven Curriculum instill in students the capacities essential for successful employment. A quality arts education helps students develop creative and critical thinking, inventive problem solving, effective communication, self-discipline, teamwork, and a respect for diverse cultures—all necessary skills for competing in today's global economy. Throughout history, the arts have been as much a part of what it means to be "an educated person" as literature, mathematics, and science. In today's workforce, the valuable employee is educated in the arts.

***Business Week** and the **Educational and Professional Publishing Group**, both divisions of The **McGraw-Hill** Companies, along with a number of prestigious educational associations, are pleased to announce **The 1997 Eighth Annual Business Week Awards for Instructional Innovation.** These awards focus on public schools that, with help from businesses or community-based organizations, have created outstanding arts programs for their schools.*

*A portion of the revenues generated by Business Week's October 28, 1996, corporate-sponsorship special section, **Educating for the Workplace Through the Arts,** has been used to reward six elementary and four secondary schools. Each award consists of a two-part $2,000 grant. The first $1,000 is an honorarium to the school for innovation and dedication. The remaining $1,000 is for the expenses these schools will incur when they share their winning programs with other educators, thereby expanding the "Network to Success." Winners will describe their programs at workshops and conferences throughout the United States and receive national recognition in a subsequent issue of Business Week. A two-page case history of each of the schools is included in this publication and will be made available to thousands of educators interested in using these effective strategies.*

Please feel free to call these schools, or fax or e-mail your request for information. They are waiting to help you.

David G. Ferm
Publisher
Business Week

Peter Jovanovich
President
McGraw-Hill
Educational and Professional
Publishing Group

Gordon Ambach
Executive Director
Council of Chief State School
Officers

John Brademas
Chairman
President's Committee on the
Arts and the Humanities

Gene R. Carter
Executive Director
Association for Supervision and
Curriculum Development
(ASCD)

Leilani Lattin Duke
Director
Getty Education Institute
for the Arts

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Acequia Madre Elementary School

At Acequia Madre, visual and performing arts are integrated into the core curricula to stimulate thinking, encourage understanding and acceptance of others, and provide a means of self-expression.

Acequia Madre Elementary School, located on Santa Fe's historic east side, is one of the oldest and smallest schools in the city. Since the school is within walking distance of many art galleries, museums, and performing arts organizations, the staff has traditionally implemented arts programs. Declining enrollment in inner-city schools motivated the Santa Fe Public Schools to create focused programs in their older, smaller schools. The tradition of arts programs at Acequia Madre inspired the creation of its Arts Immersion program.

The Arts Immersion Program

Acequia Madre Elementary School began developing the Arts Immersion program during the 1993-94 school year. This program mandates that teachers integrate visual and performing arts as tools to teach core curricula, as well as teach artistic skills in the areas of visual arts, dance, drama, and music. Art specialists work with teachers and students to teach artistic skills and to help design curriculum units that fully integrate the arts.

The Arts Immersion program has been in full implementation for three years and has been very successful. Acequia Madre has earned the reputation of being one of the best elementary schools in Santa Fe. As a result of its struggle to implement artistic programs while striving for academic success, the school has seen Arts Immersion grow from a dream into a program that can serve as a model for schools within the district and around the nation.

Acequia Madre has 154 students in kindergarten through sixth grade. Every child participates in the Arts Immersion program. Forty percent of the students come from other areas of Santa Fe and surrounding communities, and there is a waiting list of parents requesting interzone transfers so their children can attend the school.

Community Support

The Santa Fe Arts in Education Initiative is Acequia Madre's community-based organization partner. This partnership has been instrumental in developing the Arts Immersion program. Arts Initiative, a non-profit organization, shares the vision that an educational program that includes visual and performing arts will renew schools and reinvest students in the learning process.

Arts Initiative has four program areas:

1. Professional development workshops. The Arts Initiative has provided professional development opportunities not otherwise available. Teachers have learned to punch tin, make paper, create batik, draw from the right side of the brain, use aesthetic scanning, use drama improvisations, integrate dance into teaching, and make ethnic musical instruments.
2. Art specialists in the schools. Art specialists work directly in the school, teaching both teachers and students and helping to develop integrated curricula. The Arts Initiative provided the first art specialists at Acequia Madre and continues to provide support, along with the art specialists that are hired by the Parent/Teacher Committee.
3. Resource room. The Arts Initiative provides resources such as supplies, tools, books, videos, and materials to support arts integration in the classroom. Teachers can check out tools and materials to support instruction in tinsmithing, paper making, and other activities.
4. Collaboration and coordination with local arts organizations. The Arts Initiative has helped forge links to local organizations. These organizations provide meaningful and varied artistic opportunities for students and teachers. Their staff members work with the school on productions and art exhibits, and consult with teachers on how to teach arts skills.

Parental Support

Many of the students' parents are artists or are involved in arts-related businesses and organizations. The parents at Acequia Madre have been important partners in the implementation of the Arts Immersion program. From the beginning of the process, parents have used their expertise in the arts and in fundraising to provide support for the program. Parents teach art in the classrooms, serve as art specialists for the entire student body, donate art supplies, and organize an annual art auction to raise funds. They have come to believe that the integration of the arts into the total educational program has made their children better learners, more creative thinkers, and happier students.

Professional Development and Curriculum

Professional development in integrating arts into the curriculum and in gaining artistic skills has been a main focus of all staff development at Acequia Madre for the last four years. Four staff members traveled to Augusta, Georgia, to tour schools involved in the Arts Infusion program there. Members also attend workshops provided by the Arts Initiative, the Museums of New Mexico, and other schools. Classroom teachers and the principal participate in a staff choir and student instrumental band, modeling lifelong learning for the students.

The curriculum at Acequia Madre is built around teacher-created thematic units that integrate subject matter with the arts. Real-world learning and career opportunities are tied to all instruction. Resources in the school include books, art prints, computer programs, literary publications, music programs, and a lighting and sound system for school performances. The New Mexico Arts Division artist-in-residence program enabled a videographer to teach students and teachers how to produce school videos.

Evaluation and Assessment

Students are evaluated in all curriculum areas, including the arts, using traditional grading systems. Teacher-made assessments have been created for band, music, and visual arts. Artistic skills, as wells as skills such as voice projection, eye contact, expression, and neatness, are included in the rubrics that teachers design to go with performance assessment projects. Because artistic skills are taught and the arts are used to teach core subjects, students receive an education that honors all learning styles and all intelligences.

For more information:

Sharon Doye, Principal
Acequia Madre Elementary School
700 Acequia Madre Street
Santa Fe, NM 87501
Telephone: (505) 989-5413
Fax: (505) 995-3320
Superintendent: Dr. Lee Vargas

Acequia Madre exemplifies the strength and innovation created by community and parent partnerships with schools.

Cesar Chavez Elementary School

Everyone at Cesar Chavez recognizes the visual and performing arts as indispensable parts of the core curriculum. There is a shared belief that the arts cross cultural boundaries to promote mutual understanding, appreciation, and respect. Every child is important in this school, and every child can and must learn.

Cesar Chavez Elementary School is the oldest elementary school in Norwalk, California, a blue-collar area of small houses and apartments. Seventy-four percent of the school's 601 students are Hispanic. The school encompasses kindergarten through the fifth grade, and 69 percent of its students participate in a free breakfast and lunch program. Numbers of Chavez's students are children of migrant farm workers; poverty, low literacy, and a growing gang problem are societal factors affecting students. Although the school is located only 20 miles from downtown Los Angeles, for many students it could be light-years away from the cultural center of the city. Partnerships with business and the community have brought the arts to the school.

Profile of a Partnership

There is little business or industry in Chavez's immediate area. Nevertheless, the school has established a strong partnership with the Los Angeles Music Center Education Division, a community-based organization that is supported by corporate donations. For six years, the organization has been a close collaborator in the school's efforts to create and use an arts-driven curriculum. The partnership includes staff development for all of Chavez's faculty, professional artists-in-residence at all grade levels in all disciplines, parent education activities, and assistance with the design of arts curriculum units for use in the classroom. Education Division staff and a roster of professional artists have visited Cesar Chavez, as well as leaders from the Arts and Education Program at the National Endowment for the Arts, and members of the President's Committee on the Arts and Humanities.

We've Got to Have Art

The school plant facility is old, but the classrooms and halls lend themselves to student accomplishments in the arts. The playground wall, for example, is enhanced by a large-scale mural created by students as an artist-in-residence project. The tutoring stations lining the hallways are furnished with chairs découpaged or painted in the style of great artists such as Van Gogh, Monet, or Manet.

Parents play an active role in supporting student accomplishment in the arts. They attend ongoing events and enjoy watching their children learn to draw, play musical instruments, dance, and perform on stage. Parents understand that drama and the visual arts motivate their children to speak in English and work together. Often, for instance, students are motivated to read so they can participate in an upcoming drama production. Parents also observe that dance teaches their children about many cultures and brings about amazing cooperation.

Benefits to Students, Teachers, and Society

Partnership with the Music Center has brought Chavez professional expertise and some corporate subsidies to enhance the program. Corporate investment has, in turn, leveraged additional monetary support from the school's district and parents. Emphasis on the value of arts education has resulted in a stronger academic program. Likewise, collaboration with the Education Division has made the arts more substantive. Every student works with

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a Music Center artist who demonstrates how the arts can be used across the curriculum. The arts encourage students to be competent learners, successful problem-solvers, and cooperative workers—all characteristics deemed by the business community to be vital for the workplace.

One, Two, Three, Four—Dance!

This partnership provides many staff development activities, such as day-long student workshops with renowned artists. The entire staff might work with a dancer/choreographer on how to teach basic math concepts using dance. Teacher teams then design lessons, using dance, to achieve grade-level standards in math. Later, the staff shares those arts activities that were most successful.

The staff also participates in professional development outside the partnership. Currently, five teachers and the principal are taking a series of workshops on the visual arts with the Getty Institute for the Arts. Staff development is critical to the success of an arts-driven curriculum.

Grade-level standards are set for each area of the arts—drama, visual arts, music, and dance. These serve as the basis for student evaluation. School district norm-referenced tests in math and language arts are administered; although these tests are not designed to assess knowledge and abilities in the arts, the Chavez fifth graders scored fourth highest in the school district in language arts and second highest in math. For a Title One school, these results were staggering. Chavez has shared this success at a council meeting of the National Endowment of the Arts, a California Visual and Performing Arts Framework Conference, the New Jersey Arts Channel Network, and with educators throughout the Los Angeles area. The Chavez/Music Center Partnership is currently being featured on Bravo Cable Channel Network's national "Arts Break."

Planning for the Future

Cesar Chavez School has invested thousands of educational dollars to provide its teaching staff with the resources needed to integrate the arts across the curriculum. An extensive library of art prints, slides, and music tapes is available for all staff to use in Famous Artist and Famous Composer Programs and in the classroom. Funds are set aside annually to buy the materials needed to teach enrichment classes in the arts. Art books and subscriptions are available for student use and teacher reference. Each classroom has a Macintosh computer and printer. On a recent parent "Net Day," all the classrooms in the main building were wired for Internet access, and students are on the verge of being able to use this technology to enhance their work in the arts. Field-trip monies are provided annually for all students to visit an art museum.

Chavez's commitment to the arts, ongoing parental support, and regionally and nationally acknowledged success encourage others to look closely at what the arts can do for the business world and for the children in our schools.

For more information:

Chris Forehan, Principal
Cesar Chavez Elementary
12110 E. Walnut Street
Norwalk, CA 90650
Telephone: (562) 868-3565
Fax: (562) 863-8193
E-mail: chavez_el@nlmusd.k12.ca.us
Superintendent: Ginger Shattuck

With the arts central to its curriculum, Chavez is an oasis in an urban setting for these less-advantaged children.

Elm Creative Arts School

Elm is a place where the world is explored through the arts and the arts are explored through the world—via teachers, technology, and community resources. Professional artists share their work and techniques, making Elm an exciting place to learn.

It's not *what* students learn but *how* they learn that makes Elm Creative Arts School in Milwaukee different from other elementary schools. The arts are used to add a dimension to learning as arts specialists and classroom teachers jointly plan lessons. Arts classes are an important element in the curriculum and are considered an essential part of basic education. Through the combination of a professional and motivated staff, support from a community-based organization, involved parents, and arts-dedicated facilities, Elm is a model for successful arts integration.

Professional Teaching

The staff at Elm is composed of professionals who are anxious to share their love of the arts with children. Seven full-time and four part-time specialists teach visual arts, instrumental and vocal music, dance, and theater. All of the 27 classroom and support teachers are certified elementary teachers with arts backgrounds of at least 22 college credits. Many staff members are involved outside of school with community and professional arts organizations.

Staff members are motivated by their commitment to the school's arts emphasis. Teachers have traditionally pursued professional development, such as taking classes in arts and science for the classroom. Elm teachers and arts specialists have jointly written a K–5 curriculum that includes integration of the arts as well as learning about each art discipline. In 1996, Elm was recognized as an outstanding arts leadership school by the International NETWORK of Visual and Performing Arts Schools. Ten teachers attended a NETWORK conference in Louisville, Kentucky, and presented an overview of the Elm program.

Resident Artists

Artist residencies, supported by the community-based and nationally known Marquette Medical Systems Foundation, help the school focus on a wide variety of arts areas. Professional artists offer children a novel approach to art. They bring the community into the school, bridging the students' home and school lives. The guest artists also benefit, gaining fresh insights from students.

Some of the resident artists have helped students create artworks—murals, wall hangings, a twig structure, fantasy animals, and stained glass windows—that are displayed in the school building. Other artists have broadened the outlook of students. Storytellers, art historians, jazz musicians, African dancers, and ethnic musicians have each expanded the children's knowledge, experience, and appreciation of the arts. Marquette's commitment to fund guest artists through 1999 ensures the continued excellence of the program, providing arts experiences to encourage creativity, problem solving, and cooperation.

Curriculum Integration

While the curriculum of Elm follows the general guidelines of all Milwaukee public elementary schools, the approach integrates the arts with other subjects. For example, during a focus on quilting, children studied the history of quilts and learned about the settlement of the American West at the same time. They read stories about quilts and discovered some of their own family histories by exploring heirloom quilts. Using math skills such as symmetry and shape identification, multiplication, and geometry, students designed their own quilt squares. They also studied fiber arts, building the appropriate vocabulary. By donating the quilts to local shelters, children broadened their knowledge of their own community.

Similarly, science and the arts are integrated. Students learn about tree root systems, branches, and leaves, improving even younger students' ability to draw trees. They study light, learning to understand light rays and shadows. Because the sense of sight helps shape artistic creation, students explore how eyes work. In dance class, children not only learn how to move, but how the muscles work when the body moves. By identifying muscles and bones they can speak intelligently about their bodies.

Studying the Arts

Students at Elm also study the arts as separate subject areas. Art specialists teach the mechanics and fundamentals of art disciplines, enabling children to produce their own work in creative writing, visual art, music, dance, and drama. In the process, children learn to appreciate the work of fellow students as well as of professional artists.

Appreciating art is an important aspect of the curriculum at Elm. Students attend performances of community arts organizations such as the Milwaukee Symphony Orchestra, First Stage Milwaukee, and the Alverno Dance Workshop. They also take guided tours of the Milwaukee Art Museum. By preparing students in advance, and assigning related projects after field trips, teachers help students solidify their experiences and create memories of the performances and exhibits.

Parental Involvement

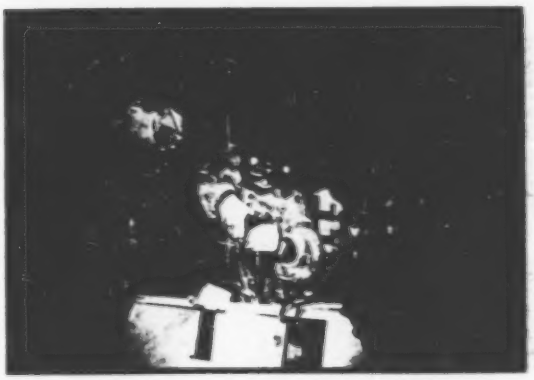
Parents at Elm are involved in many areas of education. The Parent Teacher Organization (PTO) raises thousands of dollars each year for special arts programming, including support for visiting artists. Besides contributing money, parents contribute their time and energy. They help prepare students for concerts, assist in visual arts projects, sew costumes, and even act adult roles in school plays.

Arts-Dedicated Facility

The success of the creative arts program, implemented in 1977, created a need for larger facilities. The new building for Elm Creative Arts School, which opened in 1991, was built with arts as the focus. Rooms for music, visual arts, theater arts, an art gallery, and a dance studio surround an auditorium that includes a thrust stage and seating for the entire school.

Of course, Elm Creative Arts School is much more than a building. Six hundred students are enrolled, representing the racial diversity of Milwaukee. Parents and students from all ethnic, racial, social, and economic groups have learned to work together to create a school in which all children are respected, feel safe, and are encouraged to meet their potential.

At Elm Creative Arts School students develop their abilities to perceive, understand, evaluate, and express themselves.



For more information:

Darrel Jacobs, Principal
Elm Creative Arts School
900 W. Walnut Street
Milwaukee, WI 53205
Telephone: (414) 562-1000
Fax: (414) 562-1000
Superintendent: Robert Jasna

Fort Hayes Metropolitan Education Center

FHMEC successfully fulfills its mission statement daily, weaving the arts throughout the academic classes and promoting the arts as inclusive and important to urban educational reform. Students leave FHMEC with both college preparatory and arts backgrounds.

Fort Hayes Metropolitan Education Center (FHMEC), an urban public high school at the edge of downtown Columbus, has a mission: to create expectations of excellence within students through challenging and collaborative learning—blending the arts, academics, and career programs. The student body reflects the cultural, economic, religious, and ethnic diversity of the urban community it serves: 52 percent African American, 44 percent Caucasian, nearly 4 percent Asian American, and less than 1 percent Hispanic. About 30 percent of students reside in low-income households; with few exceptions, the rest reside in middle-income households. The high school has 615 ninth to twelfth graders and the career section of the campus has 560 juniors and seniors.

Study in a Civil War Setting

Once a military base dating from Civil War times, FHMEC utilizes six buildings, each with a particular program. Among them, in the Visual Arts building, three floors are dedicated to studio space. The entire first floor is one of the largest galleries in Ohio. Studio classes include photography, computer art, drawing and painting, architecture, commercial art, ceramics, and printmaking. The Performing Arts building has a 300-seat theatre with a thrust stage, a black box theatre, an electronic recording studio, a radio/television studio, a dance studio, a theatre classroom, vocal and instrumental music classrooms, practice rooms, and a theatre shop. The Business building houses two dance studios, academic classrooms, two computer labs, and a library with Internet and Web capacities. Other buildings contain a piano lab, a bell choir room, rehearsal space, science rooms, a photography lab and classroom, a woodworking studio, a room for welding large metal works, and an interactive television classroom.

The arts serve as core subjects within the curriculum and as the adhesive that unites all subject areas. Ninth graders take a team-taught interdisciplinary Arts Foundation course dealing with theatre, dance, art, music, history, and geography on an experiential level. Arts courses are taught by certified arts specialists in music, dance, theatre, and visual art. Each of the 22 arts faculty is an active artist, exhibiting and performing in the Columbus community. The teachers offer 60 different courses/levels in visual and performing arts through Multiple Intelligence theory, utilizing self-generated materials. Many of these faculty members were involved in the creation of the new Ohio Arts Standards (1997).

The Support Behind the Mission

Partnerships at FHMEC are divided into three groups: businesses, nonprofits, and parents. All three function separately, providing expertise, tutors, mentors, board members, volunteers, jobs for students, in-kind services, and financial help for the school. The three groups work together on the Advisory Board, with seven businesses and twenty nonprofit organizations. All helped to develop an innovative, arts-driven curriculum. Parents have developed a corps of 200 parent volunteers to be chaperones, parent "ambassadors" at all art events, behind-the-scene gallery and theatre production members, and "peer mentors" for other parents.

Education for the Educators

Before the new high school opened in 1988, all faculty attended a series of lectures by the Ohio Partnership for Visual Arts (OPVA). Teams of staff and administrators have

attended the OPVA, helping to establish Arts Foundation and other team-taught curricular and interdisciplinary programs. Staff members participate in monthly development activities, often attending workshops at The Wexner Center for the Arts, working with local artists, sharing interdisciplinary approaches, and doing active research in Multiple Intelligence theory. Teachers and administrators are expected to continue professional development; many take arts-related classes at Wexner and at The Ohio State University.

Keeping FHMEC on the Cutting Edge

Technology is an increasingly vital tool in arts education. A planning team made up of the arts faculty has worked for three years with students in a variety of arts classes to develop Web pages and a virtual-visit CD-ROM to share student work and information. Labin Writer is used for choreography in dance classes. Music and theatre classes use new technology with computerized light boards and digital music capabilities. Students in radio and TV work with the latest video technology to create monthly productions for Educable Channel 25. All students are encouraged to use e-mail and the Internet.

In addition to traditional methods, video, original music, dance, visual art, and theatre pieces are systematically used in arts and academic classes for assessment. Seniors consistently pass all parts of the Ohio Proficiency test and graduate. Seventy-five percent go on to a four-year college, 15 percent to a two-year college, 5 percent to the armed forces, and 2 percent to the City Year program. In recent years, students earned 99 merit and art scholarships worth $2,000,000. Student achievements in the arts have been recognized on regional, state, and national levels, including recognition by the Ohio Theatre Alliance for a 1996-97 theatre performance; 39 superior ratings at the Ohio Music Education Association (OMEA) Solo and Ensemble Contest and the OMEA State Chorus Contest; national recognition of four visual art portfolios in the Scholastic Competition; and the selection of 63 works for the Ohio Governor's Art Exhibition, including four of the top 25 winners.

Sharing the Secrets of Success

FHMEC partnerships will continue to share their results by networking with other schools. Faculty from schools in Ohio, New Orleans, California, Canada, Poland, Turkey, Pakistan, the Ukraine, and Botswana have recently visited. In 1998, FHMEC will host the International Network Conference for Visual and Performing Arts Schools, drawing 500 representatives from across the U.S., Canada, Europe, and Australia.

In the past eight years, FHMEC has been recognized twice by *Redbook* magazine as an outstanding school and named as an exemplary "Breaking the Mold School" for the program entitled "Seeds of Revolution: Changing Education from Within" by Ohio's BEST (Ohio's Education Partnership with business focused on Building Excellent Schools for Today and the 21st Century).

For more information:

Dr. Jerry L. McAfee, Principal
Sally Kriska, Assistant Principal
Fort Hayes Metropolitan Education Center
546 Jack Gibbs Blvd.
Columbus, OH 43215
Telephone: (614) 365-6681
Fax: (614) 365-6988
E-mail: skriska@iwaynet.net
Web site: www.fthayes.com
Superintendent: Larry Mixon, Sr., Ph.D.

Fort Hayes allows the students to explore their subjects as creators, performers, and consumers.

Newton D. Baker School of Arts

The Newton D. Baker School of Arts in Cleveland, Ohio, has a strong staff with the drive to help students progress and develop their full potential. The arts are the means to make that happen.

The Newton D. Baker School of Arts is a four-year-old magnet school that draws elementary students from all over Cleveland. As the only elementary school in the city to teach from an arts-based curriculum, Baker's mission is to provide children with opportunities to grow artistically and academically. By fostering appreciation of the arts, the program enriches children's lives. It also helps develop talent in students who may become visual and performing artists.

The Arts Program

Baker has 610 students in kindergarten through grade five. All children take classes in visual art, general music, dance, and drama. Students in grades 2–5 study instrumental music, and fourth and fifth graders have courses in creative writing. The arts teaching staff includes two visual art specialists, a full-time instrumental teacher, a general music teacher, a dance specialist, and a drama/creative writing teacher. A part-time instrumental teacher is also a professional photographer who directs a photography club for fourth and fifth graders.

The school building, constructed in 1957, accommodates the arts program by including two music rooms, a dance room, a full-sized auditorium, a gymnasium, and a newly refurbished media center. There are also two visual art rooms, one of which is equipped with a dark room. Additionally, the Baker Gallery holds student artwork exhibits.

The Process of Change

Cleveland is an urban school district with a high poverty rate. Eight out of every ten students are on public assistance and about 70 percent of students live in one-parent families. The average attendance rate is 80 percent. Student population is diverse, with approximately 70 percent African-American, 20 percent Caucasian, 7.5 percent Latino, 0.2 percent Native American, and 2 percent multiracial.

In addition to integrating the arts and academic curriculum, the Newton D. Baker School of Arts aims to improve student achievement in proficiency tests and off-grade proficiency tests. Through its arts program, Baker has had considerable success. The school is ranked twelfth out of 89 city schools in proficiency and student attendance is 93 percent. Parents are becoming willing participants in school activities and the education of their children. As a result, Baker has been selected as one of the 36 Arts Partner Schools of the National Arts Education Consortium. This program is being funded by the Getty Education Institute for the Arts and the Annenberg Challenge. Ohio supporters of this initiative are the Department of Art Education at the Ohio State University and the Ohio Arts Council.

Professional development is an important component of Baker's efforts. All full-time staff members have been trained in Discipline Based Art Education (DBAE). At the beginning of the school year, all new members of the staff took a five-week introduction to DBAE. Teachers attend workshops and conferences related to the arts and report back to their colleagues. These have been some of the courses:

- Assessment Strategies and Techniques (arts related)
- Building Effective Partnerships
- Curriculum Building Skills for Teachers of Active Music-Making Kids

- Bringing Theater into the Classroom
- Integrating Arts into the Curriculum
- K–12 Interdisciplinary Strategies
- Integrated Instruction/Interdisciplinary Learning

The administration is part of the professional development effort, as well. The principal and program coordinator will be attending a conference for performing arts schools in order to bring back information to share with the staff.

Community Support

Through an ICARE grant from the Cleveland Cultural Coalition, Baker formed partnerships with cultural organizations and artists in the community. This supports children in relating arts learned in school to the arts in their community. Fifth graders took a field trip to the art museum. Fourth graders, who were studying opera, created their own operas. To correspond with lessons in sound, third graders choreographed a dance. First and second graders had theater experiences with a storyteller and mask maker.

In addition, parents and teachers have had the opportunity to get involved with community arts organizations. Kindergarten teachers and some parents were trained to guide children through the art museum. Teachers and parents were invited to a special evening at the art museum in May. They also attended an opera together.

Partnership with Eaton Corporation

Eaton Corporation, located in downtown Cleveland, has been a partner with Newton D. Baker School of Arts for only one year, but it has already had a tremendous impact on the school. In addition to supporting the arts program, Eaton has aided in improving academic proficiency and in building a connection to the business world.

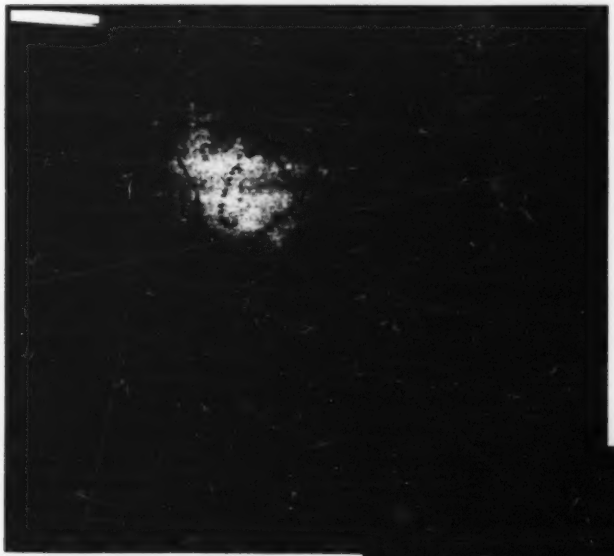
Eaton has provided Baker students with tickets for the Children's Theater Series at Playhouse Square in Cleveland. This allows children to experience live theater. In another aspect of arts involvement, Eaton employees who work in arts-related jobs participated in Career Day events at Baker.

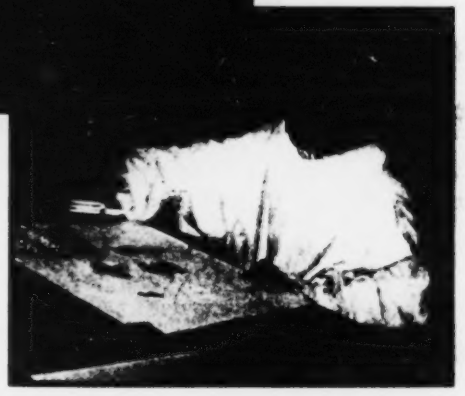
Eaton's academic support has focused on science, one of the proficiency testing areas in which students needed to improve their scores. Third, fourth, and fifth graders participated in an educational outreach program called the Magnificent Motion Machine, sponsored by Inventure Place, the National Inventors Hall of Fame. This program enhanced a science unit on machines. In addition, Eaton employees contributed their time and expertise by judging exhibits in the school's science fair.

To help students connect with the business world, Eaton is funding a Junior Achievement program for first, second, and third graders. Children will learn various aspects of business by having hands-on experiences in problem solving, planning, and time management. Eaton employees and teachers will be trained together to implement the program.

For more information:

M. Yvonne Aguilera, Principal
Newton D. Baker School of Arts
3690 W. 159th Street
Cleveland, Ohio 44111
Telephone: (216) 252-2131
Fax: (216) 476-6829
Superintendent: Richard A. Boyd





In Newton D. Baker School of Arts, the study of the arts provides something for every child.

Redcliffe Elementary School

The ultimate goal at Redcliffe Elementary is to give students the same opportunities for growth and development in the fine arts that they receive in language arts, math, and science instruction.

Redcliffe Elementary School draws its student population from several rural areas sandwiched between Aiken, SC and Augusta, GA—two culturally rich metropolitan areas. Using resources from both states, Redcliffe has developed its model arts education program, Arts Infusion. The program is designed to be comprehensive and sequential with appropriate emphasis on aesthetic perception, creative expression, historical and cultural heritage, aesthetic valuing, and meaningful connections between the arts and other academic subjects.

Students receive weekly dance, drama, music, and visual arts instruction from specialists in each area. These specialists collaborate with each other and with classroom teachers to provide a comprehensive, cross-curricular arts education for all students. Classroom teachers, along with artists-in-residence, teach creative writing.

Important Partnerships

Redcliffe Elementary opened in 1986, uniting two smaller community schools. Located on twenty-four acres, it now has 1,050 students, with minorities comprising 43 percent, and is a school-wide Title 1 School.

In 1989, Redcliffe partnered with the Greater Augusta Arts Council (GAAC) to design and implement Arts Infusion. This program embraces the philosophy that the arts are a vital part of the basic education of all children. This educational philosophy is supported by the National Standards for the Arts, the South Carolina Arts Commission's Arts in Basic Curriculum Plan (ABC), and the South Carolina Visual and Performing Arts Framework. Accordingly, Redcliffe has served as an ABC Model Site for the South Carolina Arts Commission and a Target 2000 Arts Curricula Grant Site for the State Department of Education for the past eight years.

One of the real strengths of Redcliffe's arts program has been the diversity of its partners. The original partnership with GAAC received some pilot funding from the Westinghouse Savannah River Company. While GAAC continues its association with the school, especially as a hiring agency and through administrative support, Redcliffe has also developed other partnerships.

Through grant opportunities, Redcliffe has formed partnerships with the South Carolina Arts Commission and the South Carolina Department of Education. The school received matching grant funds from the local school district, the PTA, and private sources. The Coca-Cola Foundation has supported the program with funds as well.

Parental involvement has also been invaluable to Arts Infusion at Redcliffe. The original agreement with GAAC required a commitment for support from the PTA for the first three years. The PTA, School Improvement Council, and individual parents have continued to support the program with funding and volunteer hours. Parents, along with arts specialists, classroom teachers, and school administrators, serve on the Fine Arts Committee, which helps schedule, plan, and oversee all arts activities and events.

Teachers as Resource

The Arts Infusion program began with part-time specialists but has expanded to four full-time arts education instructors. The music specialist has a Masters degree in Music Education and attended the Phyllis Weikart Institute, "Education Through Movement: Building a Foundation," for two summers. The visual arts teacher has a Masters degree in Art Education Research. Both are certified by the state in their disciplines. A charter participant in the South Carolina Arts Curriculum Leadership Institute, the drama teacher has a Masters degree in Theater History. The dance specialist has a degree in Dance.

The Redcliffe arts specialists meet with other local Arts Infusion specialists in workshops conducted quarterly by GAAC. They also provide training for teachers at Redcliffe

and at other district schools. Through ongoing staff development activities, the entire Redcliffe faculty studies how to integrate the arts into regular classroom instruction. Classroom teachers have written lesson plans to document the integration, and these plans are being compiled as a resource for others interested in the concept. Most importantly, teachers draw on their own wealth of ongoing professional development, art, and life experience to enhance and motivate student learning.

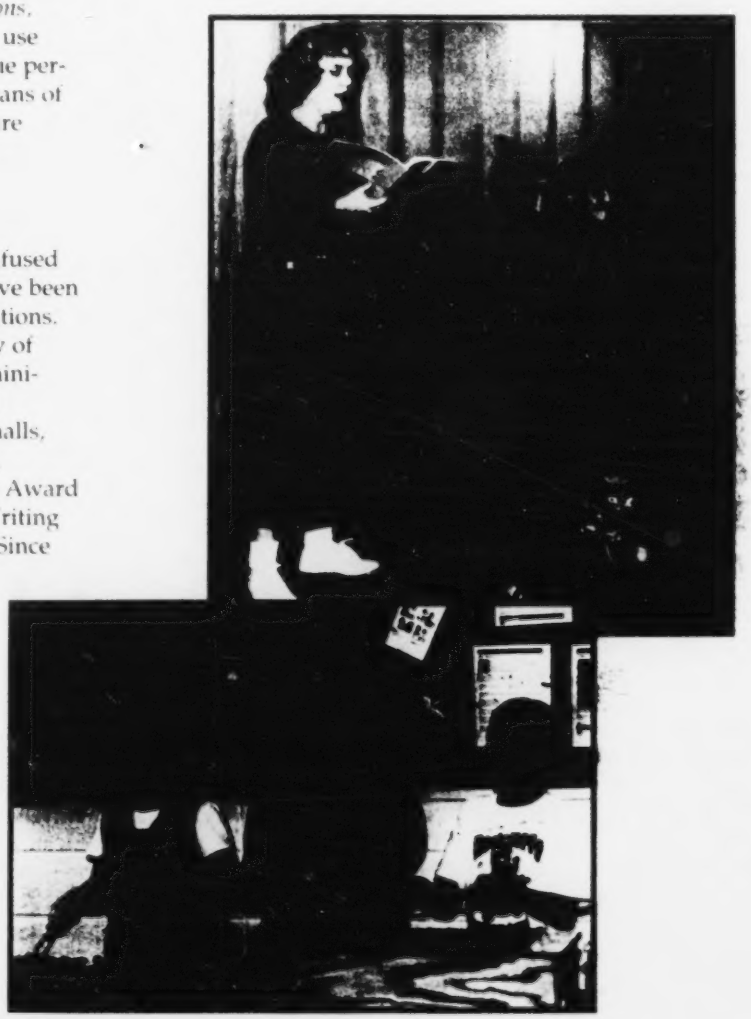
Redcliffe teachers and students can utilize a variety of materials. Using the school's computers, children write and publish their poetry, stories, and books. Their work is presented in an annual literary magazine called *Lions, Tigers, and Bears — Oh, My!* Teachers and students use videotaping to practice video production, to critique performances, to provide documentation, and as a means of evaluation. In addition, many software programs are available and the school has access to the Internet.

Student Achievement

Students participate in arts-centered activities infused across the curriculum content areas. The results have been seen in performances, exhibits, awards, and evaluations. Fifth graders performed "Stage by Stage: A History of Musical Theatre" and other students produced a mini-version of "Cats." The school has many choral and "Orffestra" performances, artwork exhibits in the halls, and activities during Celebration of the Arts Week. Redcliffe received the Exemplary Writing Program Award from the State Department of Education and the Writing Improvement Network for two consecutive years. Since the implementation of the Arts Infusion program, students have improved on national standardized tests.

As a result of the Arts Infusion program, Redcliffe students have gained knowledge and skills that will prepare them not only for future participation in the arts, but for success in the classroom and beyond. Students gain experience in problem-solving, critical thinking, collaboration and teamwork—skills that will enable them to participate in the workplace in the future.

At Redcliffe, the focus is completely on children and finding ways to ensure their success.



For more information:

Jane V. (Candye) Slay, Principal
C. Sam Bingham, Assistant Principal
Redcliffe Elementary School
6741 Atomic Road
Aiken, SC 29803
Telephone: (803) 827-3350
Fax: (803) 827-3354
Superintendent: Dr. Linda B. Eldridge

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Richey Elementary School

At Richey Elementary School in Tucson, interdisciplinary arts experiences emphasize the students' cultural backgrounds. The arts are a powerful vehicle for success in the school and community.

Since 1980, Richey Elementary has collaborated with several partners, sponsors, and advisors to develop an arts education program known as Project Choki. Through this project, the school has created an integrated arts curriculum that plays a critical role in the emotional, social, and cognitive development of the students. Richey has drawn on resources that are unique to its community to build an authentic, meaningful, and relevant curriculum.

The School and Its Community

Richey, the smallest school in the Tucson Unified School District, is located in Old Pascua Yaqui Village, an urban Indian community on the west side of the city. Old Pascua is home to 625 persons, of whom more than half are under 18 years of age. The 1990 U.S. Census reported 75 percent of Old Pascua adults as unemployed and the median income for a family of five as $5,032, far below the national poverty level. Students from the neighboring Barrio Adelanto, which has similar demographic figures, also attend Richey. The cultural backgrounds of the student population include 44 percent Yaqui, 44 percent Mexican Americans, 11 percent Caucasian, and one percent African American. All students are considered at risk.

Richey Elementary School has worked to weave together culture, art, and community. The original one-room adobe school was built by the Yaqui in 1923. Today, the renovated brick building encircles an outdoor patio space featuring "Growing Up in Old Pascua," a brightly-colored mural painted by students in 1988 and restored by students during the 1993–94 school year. That year students, parents, and teachers also made six hundred tiles for the patio steps, defining an amphitheater in the courtyard that is used for student performances. Richey's library houses a collection of traditional Native American and Mexican art treasures, as well as a giant mask students designed for the opening of a show of their artwork at the Arizona State Museum.

Project Choki

Project Choki, one of the oldest art education collaboratives in Arizona, is co-sponsored by Arts Genesis, Inc. (AGI), San Ignacio Yaqui Council (the neighborhood council), and Richey School. The Project Choki curriculum is the product of in-depth collaboration between classroom teachers, AGI Artist/Educators and staff, community artists, and advisors for the Multiple Intelligences-based University of Arizona DISCOVER Project in gifted and talented education and diversity. More than one hundred local businesses have supported Project Choki over the years.

All Richey students receive instruction in creative movement, music, drama, puppet-making, mask-making, printing, paper arts, quilting, weaving, sculpture, storytelling, drawing, painting, mural-making, and creative writing. Native American and Mexican Artist/Educators help connect the curriculum to the students' lives outside the classroom. Project Choki includes a combination of weekly art lessons, special units of varying lengths, residencies from nationally recognized guest artists, integrated thematic instruction, and celebrations and art-making projects taught by parents, community artists, and Richey alumni.

Project Choki also helps students reach beyond their community through extended unit projects. Fifth graders worked four months on conflict prevention and resolution by sharing poetry and artwork with students from another local elementary school of a much higher socioeconomic status. The children collaborated to create a book of poetry and art that was celebrated by families of both communities.

In another collaboration, Richey students created an 88' x 6' mural with students from Pueblo Gardens Elementary School. The children unveiled their mural at a public presentation sponsored by Borders Books. Both of these collaborations allowed students to address community and cultural concerns as leaders. They met and talked with other students and adults, and designed and created the mural on their own.

Richey Elementary has responded to the uniqueness of its community and made it the foundation of education.

Community Involvement

Richey parents help plan Project Choki's annual program by serving on the neighborhood council and the project's Community Governing Board. Parents work as aides and Yaqui educators in the school. Each year as many as fifty parents share art experiences with the children, assist Artist/Educators, participate in and lead arts workshops, and create costumes and sets for school performances.

The Maestras de Artesanias de Flores, an AGI-cosponsored group of parents and grandparents, teach children the art of making cascarones and paper flowers. The community-directed Yaqui Children's Cultural Dance Group teaches children Yaqui dance and music. Richey's Deer and Pahkola Dancers perform across the state and fill traditional roles in Yaqui Easter and life-cycle celebrations.

Richey's teachers collaborate with community members and sponsors in professional development and arts activities. Classroom teachers, Artist/Educators, and the Project Choki director and coordinator plan key art concepts and academic skills to inform each unit of study. All staff participate in an Artist/Educator-conducted workshop in each art discipline. Project Choki and DISCOVER conduct workshops on integrating arts across the curriculum. All Artist/Educators meet quarterly, often with outside consultants, as well as team teaching and peer coaching at the school.

Classroom projects reflect this community involvement. Assisted by a local quilter, one third grade class created a quilt interpreting a legend shared by Yaqui and Hispanic cultures. With help from community leaders and elders, students created a puppet show based on Yaqui legends. They also wrote and performed an opera on Yaqui history.

Teachers at Richey agree that Project Choki has brought about significant changes in student engagement and participation. The cooperative and creative environment encourages persistence in students. This dedication shows in increased middle and high school graduation rates and the locally and nationally recognized quality of students' arts projects.

For more information:

Betty Brichta Garcia, Principal
Richey Elementary School
2209 N. 15th Avenue
Tucson, AZ 85705
Telephone: (520) 617-6660
Fax: (520) 617-6668
Superintendent: George F. Garcia

W.G. Enloe High School

By eliminating artificial boundaries between curriculum areas, bridging the gap between school and the world through entrepreneurship and technology, and demonstrating the talents and abilities of its students, Enloe has proved itself an exemplary school.

W.G. Enloe High School in Raleigh, North Carolina, is a dynamic, committed, nurturing environment where students from a multiplicity of backgrounds find acceptance and success. As a National Schools of Excellence award-winner, Enloe provides a catalyst for innovation in the school system and serves as a leader in the region. By fusing the worlds of academia and business, Enloe provides its students with an additional entree into future careers.

A "Magnet" for Talent

W.G. Enloe High School, built in 1962 in Raleigh's old downtown, serves 2,100 students with a minority population of 43 percent. In 1981, Enloe was converted to Wake County's only Magnet high school in order to prevent minority isolation. Students come to Enloe from across the county, which has become increasingly diverse as people move to the Research Triangle. As a Magnet school, Enloe has a school day of eight periods with enlarged curricular offerings, including eight foreign languages, double-period advanced courses, and the largest arts facilities in the county. Extensive Advanced Placement courses and dual enrollment at North Carolina State University give graduates considerable credit hours at the college level. Offerings will further expand with the addition of the International Baccalaureate Program.

Outlining the Programs

The Visual, Performing, and Broadcasting Arts Department is housed in two buildings on a 55-acre wooded campus. The music program consists of vocal music, piano, music theory, composition, band, orchestra, and musical theatre. The drama department offers courses in beginning and advanced levels of acting, actors ensemble, and improvisational-and technical theatre. Dance instruction is provided in both classical and modern forms.

The two visual arts courses focus on two- and three-dimensional art. Two computer labs offer computer graphic and multimedia instruction taught by a multimedia specialist. Broadcasting consists of both audio and television studios.

Most of the staff are practicing professionals in their areas of expertise. They are involved continuously in staff development and professional organizations and serve on state-level panels for developing standards. The department chair currently runs Enloe Enterprises, Inc.

Three Under the Enloe Umbrella

Enloe Enterprises, Inc., is a separate, non-profit corporation created as a result of a Federal Magnet Schools Assistance Grant to the school system. It was designed to provide interdisciplinary education for Enloe students. The project creates opportunities for integration of instruction in the arts and vocational courses such as entrepreneurship, marketing, accounting, photography, and graphics. Enloe operates three businesses under the corporate umbrella: The Eagle Gallery, Eagle Productions, and Wake Youth Performing/Visual Arts Camp (W.Y.P.A.C.). Enloe Enterprises was the Honorable Mention recipient in this year's Governor's Award for Businesses in Support of the Arts and Humanities.

Eagle Gallery

Students in a variety of classes actively participated in all aspects of opening the Eagle Gallery, including writing the business plan and

employee manual, designing flyers and advertising, researching laws and licenses, analyzing demographics, researching sites, blueprinting floor space, renovating, building fixtures, creating arts and handicrafts for sale, marketing, and selling. At Enloe, a new vocational course was created: framing and conservation. Other vocational courses were enhanced to provide integration of the arts curriculum and support for the gallery activities, including photography—for design, marketing, and fine art imagery; multimedia classes—to design imagery for marketing; and entrepreneurial classes—to research, plan, and eventually operate the leasing business with profit-sharing through stock options. The gallery sponsored a holiday card-design competition at the school with over 3,000 copies of the winning card purchased by a local business for worldwide distribution. Eventually, the television classes will develop and air gallery commercials. Monthly offerings include a newsletter for over 1,200 patrons, receptions featuring work from nearby schools and colleges, slide lectures, and gallery walks in the restored downtown arts district for anyone who wishes to participate.

Eagle Productions

The Eagle Productions company is located in the school facilities. It is in the process of completing a series of eight 30-minute shows, whose airing rights have been purchased by the local NBC affiliate, WNCN-17. The first program earned an Emmy in this year's Southeast Regional Emmy Awards. "Good Morning America" has requested a copy of the winning show, which was written and produced entirely by Enloe students and looks at the issue of drug abuse from the teenager's perspective. WNCN-17 is now working with Enloe to develop additional programming to serve and involve the teen-aged audience. Students have joined discussion panels for three shows aired recently by WRDU-11. A satellite broadcasting company is currently negotiating with Eagle Productions for worldwide telecasting capacity.

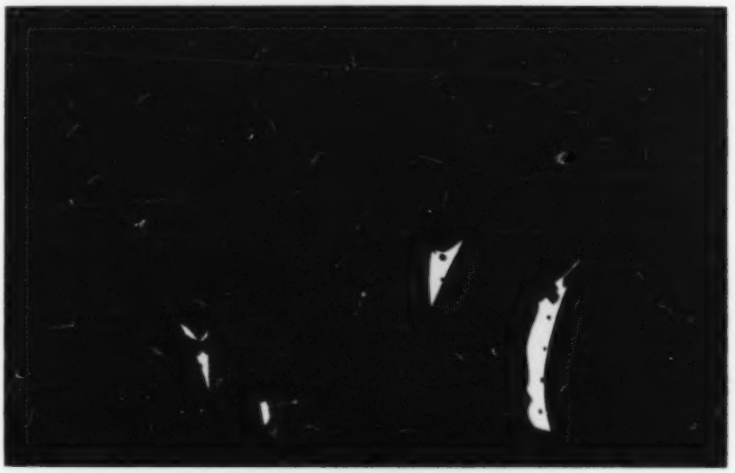
A Summer Arts Camp

W.Y.P.A.C. is a summer arts camp conducted by Enloe students under the guidance of professional arts teachers. The camp provides quality instruction in all arts areas, as well as guest performers, recreation, and a "grand finale" production. The camp is open to students in grades 3–8, years when school arts options are often reduced. Scholarships and very modest fees ensure availability to a broad range of students, many of whom have little other opportunity for summer enrichment in a structured environment.

For more information:

Bobby Allen, Principal
Telephone: (919) 856-7925
Lloyd Gardner, Associate Principal
Telephone: (919) 856-7870
Betty Vaughn, Department Chairperson
Telephone: (919) 782-2343
W.G. Enloe High School
226 Clarendon Crescent
Raleigh, NC 27610
Fax: (919) 856-7917
Web site: www1.enloe.wake.k12.nc.us/enloe/
Superintendent: Dr. Jim Surratt

At W.G. Enloe High School, all students gain through increased exposure to and involvement with the arts.



Washington Irving High School

Washington Irving High School (WIHS) in New York City provides an array of student support services in a small-school environment. Its Art House programs are supported in turn by a variety of art institutions, private-sector organizations, colleges, and universities.

Washington Irving is a comprehensive academic high school located in a school building that is 85 years old. Approximately six years ago, the school restructured into mini-schools, creating seven "houses," including the Art House. Students with a special interest and talent in the visual arts apply for admission to the Art House by presenting a portfolio of their art works, taking a visual arts exam, and participating in a brief interview.

A Goal-Oriented Curriculum

The Art House has 354 students from all five boroughs of New York City. Under the guidance of six visual arts teachers and fourteen academic teachers, students take a strong academic program, as well as sequential courses in illustration, photography, drawing and painting, graphic design, and/or architectural drawing. All teachers in the House work together to provide interdisciplinary instruction with a focus on visual learning styles. One of the special qualities of the visual arts curriculum is that the students are encouraged to explore their communities and their cultural histories within the structure of skills-based instruction. This allows students to develop unique and personal art works.

Computer technology is being incorporated into all art classes. Teachers, students, parents, and business partners recognize the importance of computer literacy for success in college and for career opportunities. The goal is that all students have a basic knowledge of Quark, Photoshop, and Illustrator upon graduating. Each student takes a "Senior Portfolio" class that provides individual guidance in preparing portfolios for college admissions.

A Nurturing, Supportive Environment

The House provides a cooperative small-school environment in which students have the same assistant principal, guidance counselor, teachers, and dean for their entire high school experience. Parents also work with the House to support a positive educational experience. Parents frequently visit the House and participate in decision-making via the Art House Parent Council. Art shows not only give students opportunities to exhibit their works but also allow parents to participate in "opening" events.

The Art House has a Business Advisory Council that provides ongoing support and opportunities for its students, parents, and staff. These are some of its resources:

- FPG Stock Photography Co.—The company provides mentors, part-time and summer jobs for students, school visits by professional photographers, and donations of books and equipment, including a room of computers.
- Washington Irving Enterprises—In partnership with Norma Kamali (a graduate of WIHS), students have created their own business designing, producing, and marketing their T-shirt designs. Part-time jobs at Kamali's design studio offer opportunities to learn about the fashion business.
- Parsons School of Design—Working with a grant provided by a graduate of WIHS, students in the Architectural Design Program designed and built a school art gallery for student and community art exhibits. Eight Art House teachers are taking a computer class; ten students are participating in an after-school workshop in which they will research an art history project, create hands-on projects, and produce a CD-ROM to distribute to other high schools as a teaching tool. Scholarships allow WIHS students to participate in art classes throughout the year and scholarship monies are put aside for WIHS graduates who attend Parsons School of Design.
- The National Arts Club—WIHS is the only high school annually invited to exhibit student work at this cultural institution.
- Fashion Institute of Technology (FIT) Partnership—Grade 11 students participate in a Saturday program that includes SAT preparation, art classes, mentors, and career and college information.

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The WIHS Art House and business partnerships send a message to students that the world is interested in them.

- Museum of African Art—Students participate in after-school workshops on careers, researching the art of African cultures, and creating a curriculum for teachers. These students will present the curriculum to WIHS graphic design students, who will then create the curriculum guide for dissemination to high schools around the country.
- Cleary, Gottlieb, Steen, and Hamilton—This prestigious law firm provides the opportunity for students to exhibit art works at the firm's gallery twice a year.

Providing Courage and Self-Esteem

Art House's small-school environment and partnerships send a message to students that the world is interested in them and cares about them. These partnerships frequently provide students with the courage and self-esteem to become the first person in their families to attend and complete college. WIHS alumni visit frequently and share their successes. They express the same desire to give back and to help students who are now in the Art House.

Teachers are encouraged to take students on trips to museums and other cultural institutions to broaden students' knowledge of the art world. In addition, teachers participate in staff-development workshops on an ongoing basis. WIHS teachers have also served as leaders, giving workshops throughout the city and state.

A Record of Achievement

Evaluation of student achievement is ongoing, through analysis of promotional rates, attendance, passing rates, and graduation statistics. Art House students have shown progress in all areas over the past several years. There is no doubt that a strong visual arts program has been a great motivator in inspiring WIHS students to succeed in all aspects of their lives. This is reflected in the large number of students who apply for and are admitted to colleges and universities, including Syracuse University, Cooper Union, Parsons School of Design, The School of Visual Arts, Pratt Institute, Rhode Island School of Design, SUNY Binghamton, SUNY New Paltz, The Fashion Institute of Technology, and Colgate. Their success in college can be measured by the number of alumni who are now working as teachers, art directors, professional photographers, and graphic designers.

For more information:

Robert Durkin, Principal
Toby Needler, Assistant Principal
Washington Irving High School
40 Irving Place
New York, NY 10003
Telephone: (212) 674-5000
Fax: (212) 673-9569
Superintendent: Granger B. Ward

Woodland High School

Blazing the trail for others to follow, dedicated and talented instructors in Woodland's Arts and Communication PAC have developed an integrated, arts-driven curriculum that has created high academic standards, increased enrollments, and an appreciation for learning beyond classroom walls.

Woodland High School is a rural, comprehensive high school in California with 1,675 students. The Visual and Performing Arts program is located in one complex on the 25-year-old campus. Within that program, staff, students, and business partners have been working for three years on the Arts and Communication PAC (Personal, Academic, Career), an example of interdisciplinary learning with a focus in the arts. The Arts and Communication PAC has 264 students in grades 11 and 12. Over 40 percent of these students qualify for the Title 1 program. There are students from the Special Education program, the Economic Impacted Aid Bilingual program, and the Gifted and Talented Education program. Woodland now sees the possibilities of an arts-driven school within a school that will provide a coherent, holistic program for a wide range of students.

The Instructional Program

The Arts and Communication (A&C) staff includes two full-time Visual Arts teachers who teach two advanced placement courses, color and design, three-dimensional design, art, ceramics, and commercial art. Two full-time Performing Arts teachers offer vocal and instrumental ensembles, music theory, drama, and acting. The following disciplines are also represented: English, French, science (physics, chemistry), social science (U.S. history), and Home Economics (interior design). In addition to standard course offerings, Woodland currently offers AP Studio Art, Drawing, Music Theory, Honors Physics, and English. The team-taught English/History class will eventually be developed into a Humanities class with an arts focus.

The A&C PAC has produced six major interdisciplinary projects, which resulted from collaborative work with the school's business partners. In 1993–94, A&C students collaborated on an Endangered Species project that involved classroom projects across the curriculum and culminated in a presentation at the Crocker Art Museum in Sacramento. Two years ago, over 250 students were involved in a presentation entitled "Windows," a student-written, multimedia program that covered 100 years of Woodland High School history.

A Network of Support and Strength

Woodland's partner, Valley Records, has given the A&C PAC a 4-year grant of $10,000 per year to support an artist-in-residence program and to further teacher training in the arts. The PAC has developed a wide range of other business partners, such as U.C. Davis Presents, Crocker Art Museum, Disney Studio, and The California Consortium for Visual Arts Education—The Getty Institute for the Arts. In addition, the PAC has recently been awarded a national Getty/Annenberg Grant for the next four years.

Parents have become active participants in many A&C PAC productions. They help build sets, make costumes, and act as technical advisors and student mentors. The School Site Council, made up of parents and teachers, has been extremely supportive in providing funding and curricular coordination.

A wide variety of students who have graduated to successful arts-related careers often return to speak to current students about their personal career experiences in art, architecture, film, stage performance, and music.

Technological Advances

Woodland High School has recently been fully wired with fiber optic cable and has multiple Internet connection-points, including a direct Internet connection to the Art Department. The school has two large computer labs that include a number of Internet research stations.

In the last year, the A&C PAC has taken strong steps to improve and expand its technical base. There is now a fully operational video station that students have already used to produce a number of artistic videos. During the past two years, the PAC has developed a computer system with graphic design and photo capabilities in visual arts, and software that has video, animation, and sound production capabilities. These tools will be used to produce artistically advanced multimedia projects and to collect student/teacher project data. In the future, the PAC intends to develop interactive student portfolios through the production of CD-ROMs.

The Best is Yet to Come

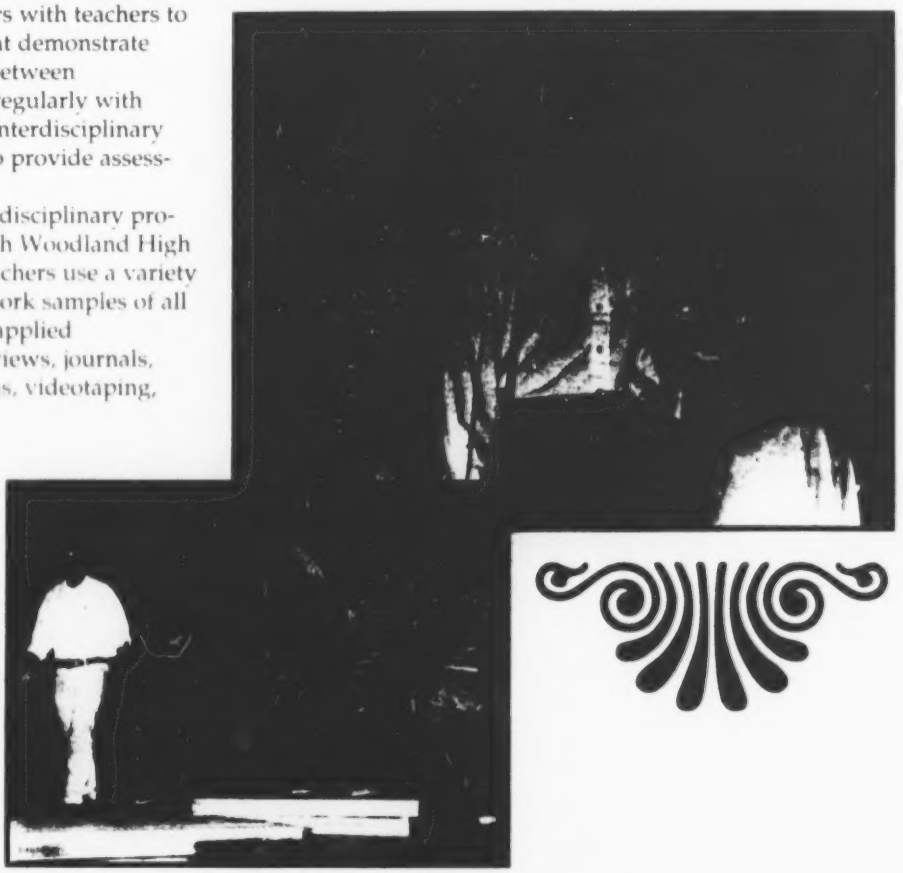
This year, Woodland started an entirely new class titled A&C Productions. This is a team-taught interdisciplinary class that facilitates a holistic approach to all of the arts. Students participate as active partners with teachers to produce original artistic products that demonstrate authentically assessable correlation between disciplines. The A&C teachers meet regularly with students to coordinate and develop interdisciplinary projects for individual courses and to provide assessment of these projects.

Assessment of the arts-based interdisciplinary program is currently in place. Along with Woodland High School's learning outcomes, A&C teachers use a variety of assessment measures, including work samples of all core disciplines, projects that reflect applied knowledge, portfolios, rubrics, interviews, journals, qualitative evaluations, written exams, videotaping, and group forums. In the visual and performing arts, other assessments provide students with opportunities to exhibit their work through public exhibition, concerts, plays, art shows, competitions, Academic Decathlon, Advanced Placement, and public interdisciplinary projects.

The A&C PAC, composed of students and teachers from across the curriculum, has produced sustained collaborative projects that have provided powerful learning experiences for teachers, students, and community members, as well as other area schools.

For more information:

Ben Flores, Principal
Woodland High School
21 N. West Street
Woodland, CA 95695
Telephone: (916) 662-4678
Fax: (916) 662-7464
E-mail: Postmaster@whs.wjusd.k12.ca.us
Superintendent: Giannina Santangelo



Woodland has fostered an integrated approach to education, as well as a positive school-to-career transition.

Photographs

Front cover, clockwise from top left corner:
Actors, Woodland High School
Faculty portraiture workshop, Acequia Madre Elementary School
Papier-maché, Richey Elementary School
Student art, Fort Hayes Metropolitan Education Center
Music class, Redcliffe Elementary School
Student art, W.G. Enloe High School
Students building a set, Elm Creative Arts School
Student and instructor, Cesar Chavez Elementary School
Music instruction, Woodland High School
Student photography, Washington Irving High School
Drama class, Redcliffe Elementary School
Parade float, Newton D. Baker School of Arts

Inside back cover, by columns from left to right, photographs from top to bottom:

column 1
Students building a sculpture, Woodland High School

column 2
Visual arts instructor, Cesar Chavez Elementary School
Class with instructor, Elm Creative Arts School
Painting, Newton D. Baker School of Arts

column 3
Renaissance Fair, Acequia Madre Elementary School
Dance class, Redcliffe Elementary School

column 4
Magnificent Motion Machine Project, Newton D. Baker School of Arts
Students working with Bing Davis, visual artist, Fort Hayes Metropolitan Education Center
Visiting a SoHo gallery, Washington Irving High School

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McGraw-Hill Educational
and Professional Publishing Group
1221 Avenue of the Americas
15th Floor
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Telephone: (212) 512-6512
Fax: (212) 512-4769
E-mail: cfrank@mcgraw-hill.com

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